

### Kindergarten Writing and Representing Development: Developing Dispositions

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
<b>The Child</b>	With direct support, may participate in writing/representing experiences to communicate a message. May understand writing/representing as thoughts written down.	With guided support, participates in writing/representing experiences by using approximations of emergent symbol systems (a combination of picture, oral description and symbols). More of the meaning is conveyed in picture and oral description.	With minimal support, participates in writing/representing experiences using an emergent symbol system (a combination of picture, oral description and conventional letters) to communicate ideas. Meaning is beginning to be conveyed in the writing.	Participates in writing/representing experiences using a mixture of emergent and conventional symbol systems. Meaning is conveyed in both the writing and the accompanying representations and oral description.
<b>Thinking/Metacognition</b>				
Developing dispositions—awareness, attention, interest, participation, curiosity, engagement, perseverance	With direct support may attend to and may participate in writing/representing activities.	With guided support engages in writing/representing activities.	With minimal support purposefully engages in writing/representing activities.	Purposefully engages in writing/representing activities.
<b>The Support/Scaffolding*</b>	<b>The Model:</b> showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	<b>The Coach:</b> structuring, sequencing, focusing, cueing, guiding, organizing, supporting	<b>The Advisor:</b> suggesting, reminding, prompting, monitoring, asking for elaboration	<b>The Mentor:</b> extending, stretching, wondering aloud, exploring, “what if-ing”
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

**Scenario:** It is early spring, and the kindergarten class has just returned from a visit to a local nature sanctuary. Following a class discussion about some of the things they learned on the trip, the teacher asks the children to begin recording their thoughts on a blank sheet of paper. She doesn't specify whether they should write or represent their ideas, leaving it up to individual children to decide. The children are given an opportunity to talk with a partner about their ideas before they begin.



**Direct Support**

Marcie does not participate in the class discussion. As the other children begin to draw and write, the teacher sits beside Marcie and provides direct support by *giving examples* of things Marcie could draw or write about. She *explains* that Marcie can choose to record anything she remembers about the trip by making a picture or writing some words. The teacher thinks aloud and draws as she speaks, to *demonstrate* how she would record seeing the birds carrying twigs to build their nests with. With this direct support, Marcie decides that she will draw a picture of the big tree where the eagles have a nest.



**Guided Support**

Mackenzie is excited about the bus ride. She wants to draw a picture of the bus passing the mall on the way to the park. The teacher provides guided support by *focusing* Mackenzie on remembering details about this part of the experience.



**Minimal Support**

Brett and Paul are sitting together, talking about what they want to represent. Brett lists all the things he liked about the park. Paul talks about the big tree he saw and how he used a measuring tape to see how big around it was. The teacher provides minimal support by asking them questions to help them *elaborate* on their ideas. They decide together to make a list of all the things they would like to represent, and begin to make their list using brief sketches.



**Without Support**

Without support, Sean and Brenda decide to make a web of all the things they saw on the trip. Then they highlight the things they want to include in their writing/representing. The teacher extends their thinking by *encouraging* them to add some things the park naturalist said about taking care of the environment.



*The core of young children's literacy development is their striving to convey meaning through writing or interpret meaning through reading....When children's attempts at making meaning are ignored or misunderstood, they are sacrificed for a well-intentioned adult's emphasis on conventions and standardization.*